

History Wow moments Wellbeing	Autumn 1 Being me in my world	Autumn 2 Around the World	Spring 1 Exciting Explorers	Spring 2 Into the woods	Summer 1 Marvellous Magic	Summer 2 Amazing Animals
EYFS – Nursery	Begin to make sense of their own life-story and family's history.					
EYFS - Reception	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of people around them and their roles in society. (Who helps us, who can we trust and rely on) Focus on how the house/lives in the Tiger who came to tea is different/similar to their house/lives – paper boy, grocery boy etc. Ask parents and grandparents to explain how their homes/lives were different to their children.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Using the book Peepo. How are the children's lives similar/different to their own? Find out about toys from the past. Hire a history box of toys? Parents/grandparents to bring in toys from their childhood. Yellow brick road workshop – toys and homes?</p>					
Y1	<p>Develop an awareness of the past and use simple common words and phrases related to the passing of time. Use a simple vocabulary of everyday historical terms. Ask and answer simple questions choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the simple ways in which we can find out about the past and identify different ways in which it is represented.</p> <p>Talk about changes within living memory. Explain how aspects of national life have changed. Find out about how the school has changed in living memory. Invite in a past student to talk about how school is different in general and also how Clarendon Infants is similar/different. Look at old photos of the school and talk about similarities and differences.</p> <p>Know some significant historical people in own locality.</p> <p>Know some significant historical events in own locality. Know some significant historical places in own locality. Find out about how the army changed Tidworth. Invite in an older person/member of staff who remembers Tidworth from when they were a child to discuss how it has changed. Invite in a soldier to talk about how the army has changed. Find out about the history of Tedworth House and visit the grounds for a picnic.</p>					
Y2	<p>Know where the people and events they study fit within a chronological framework. Build on the timeline made from last year, adding events/people etc through the year. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we can find out about the past and identify different ways in which it is represented.</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements. (Learn how people have</p> <p>Know about events beyond living memory that are significant nationally or globally e.g. Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Compare aspects of life in different periods e.g., Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim</p>					

	made society better and think about the impact we can have.) Rosa Parks online workshop		Moon landings –theatre workshop - https://www.ascreatives.com/history-workshops/		Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Queen Elizabeth I 1550s and Queen Elizabeth II 1950s	
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